

# Mathematics Assessment Anchors and Eligible Content



Grade

5



**Pennsylvania Department of Education**

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**Pennsylvania System of School Assessment**

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The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, followed by Anchor Descriptor, and then finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

**Reporting Category**

The Assessment Anchors are organized into four classifications, as listed below.

- A = Numbers and Operations
- B = Algebraic Concepts
- C = Geometry
- D = Data Analysis and Probability

These four classifications are used throughout the grade levels. In addition to these classifications, there are five Reporting Categories for each grade level. The first letter of each Reporting Category represents the classification; the second letter represents the Domain as stated in the Common Core State Standards for Mathematics. Listed below are the Reporting Categories for Grade 5.

- A-T = Number and Operations in Base Ten
- A-F = Number and Operations – Fractions
- B-O = Operations and Algebraic Thinking
- C-G = Geometry
- D-M = Measurement and Data

The title of each Reporting Category is consistent with the title of the corresponding Domain in the Common Core State Standards for Mathematics. The Reporting Category title appears at the top of each page.

**Assessment Anchor**

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

**Anchor Descriptor**

Below each Assessment Anchor is one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content unified under and aligned to it.

**Eligible Content**

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

**Reference**

In the space below each Assessment Anchor table is a code representing one or more Common Core State Standards for Mathematics that correlate to the Eligible Content statements.

**M05.A-T Number and Operations in Base Ten**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.A-T.1 Understand the place value system.**

**DESCRIPTOR**

**M05.A-T.1.1** Demonstrate understanding of place value of whole numbers and decimals, and compare quantities or magnitudes of numbers.

**ELIGIBLE CONTENT**

- M05.A-T.1.1.1** Demonstrate an understanding that in a multi-digit number, a digit in one place represents  $\frac{1}{10}$  of what it represents in the place to its left.  
*Example:* Recognize that in the number 770, the 7 in the tens place is  $\frac{1}{10}$  the 7 in the hundreds place.
- M05.A-T.1.1.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  
*Example 1:*  $4 \times 10^2 = 400$   
*Example 2:*  $0.05 \div 10^3 = 0.00005$
- M05.A-T.1.1.3** Read and write decimals to thousandths using base-ten numerals, word form, and expanded form.  
*Example:*  $347.392 = 300 + 40 + 7 + 0.3 + 0.09 + 0.002 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (0.1) + 9 \times (0.01) + 2 \times (0.001)$
- M05.A-T.1.1.4** Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols.
- M05.A-T.1.1.5** Round decimals to any place (limit rounding to ones, tenths, hundredths, or thousandths place).

**Reference:**

5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4

**M05.A-T Number and Operations in Base Ten**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.A-T.2**      **Perform operations with multi-digit whole numbers and with decimals to hundredths.**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<p><b>M05.A-T.2.1</b>      Use whole numbers and decimals to compute accurately (straight computation or word problems).</p>	<p><b>M05.A-T.2.1.1</b>      Multiply multi-digit whole numbers (not to exceed 3-digit by 3-digit).</p>
	<p><b>M05.A-T.2.1.2</b>      Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.</p>
	<p><b>M05.A-T.2.1.3</b>      Add, subtract, multiply, and divide decimals to hundredths (no divisors with decimals).</p>

**Reference:**

5.NBT.6, 5.NBT.7

**M05.A-F Number and Operations – Fractions**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.A-F.1** Use equivalent fractions as a strategy to add and subtract fractions.

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**M05.A-F.1.1** Solve addition and subtraction problems involving fractions (straight computation or word problems).

**M05.A-F.1.1.1** Add and subtract fractions (including mixed numbers) with unlike denominators. (May include multiple methods and representations.)  
*Example:*  $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$

**Reference:**

5.NF.1, 5.NF.2

**M05.A-F Number and Operations – Fractions**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.A-F.2** Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**M05.A-F.2.1** Solve multiplication and division problems involving fractions and whole numbers (straight computation or word problems).

**M05.A-F.2.1.1** Solve word problems involving division of whole numbers leading to answers in the form of fractions (including mixed numbers).

**M05.A-F.2.1.2** Multiply a fraction (including mixed numbers) by a fraction.

**M05.A-F.2.1.3** Demonstrate an understanding of multiplication as scaling (resizing).

*Example 1: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.*

*Example 2: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.*

**M05.A-F.2.1.4** Divide unit fractions by whole numbers and whole numbers by unit fractions.

**Reference:**

5.NF.3, 5.NF.4, 5.NF.5, 5.NF.7

**M05.B-O Operations and Algebraic Thinking**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.B-O.1** Write and interpret numerical expressions.

**DESCRIPTOR**

**M05.B-O.1.1** Analyze and complete calculations by applying the order of operations.

**ELIGIBLE CONTENT**

**M05.B-O.1.1.1** Use multiple grouping symbols (parentheses, brackets, or braces) in numerical expressions, and evaluate expressions containing these symbols.

**M05.B-O.1.1.2** Write simple expressions that model calculations with numbers, and interpret numerical expressions without evaluating them.

*Example 1: Express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ .*

*Example 2: Recognize that  $3 \times (18,932 + 921)$  is three times as large as  $18,932 + 921$ , without having to calculate the indicated sum or product.*

**Reference:**

5.OA.1, 5.OA.2

**M05.B-O Operations and Algebraic Thinking**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.B-O.2** Analyze patterns and relationships.

**DESCRIPTOR**

**M05.B-O.2.1** Create, extend, and analyze patterns.

**ELIGIBLE CONTENT**

**M05.B-O.2.1.1** Generate two numerical patterns using two given rules.

*Example:* Given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences.

**M05.B-O.2.1.2** Identify apparent relationships between corresponding terms of two patterns with the same starting numbers that follow different rules.

*Example:* Given two patterns in which the first pattern follows the rule “add 8” and the second pattern follows the rule “add 2,” observe that the terms in the first pattern are 4 times the size of the terms in the second pattern.

**Reference:**

5.OA.3



**M05.C-G Geometry**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.C-G.1** Graph points on the coordinate plane to solve real-world and mathematical problems.

**DESCRIPTOR**

**M05.C-G.1.1** Identify parts of a coordinate grid, and describe or interpret points given an ordered pair.

**ELIGIBLE CONTENT**

**M05.C-G.1.1.1** Identify parts of the coordinate plane (x-axis, y-axis, and the origin) and the ordered pair (x-coordinate and y-coordinate). Limit the coordinate plane to quadrant I.

**M05.C-G.1.1.2** Represent real-world and mathematical problems by plotting points in quadrant I of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**Reference:**

5.G.1, 5.G.2

**M05.C-G Geometry**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.C-G.2** Classify two-dimensional figures into categories based on their properties.

**DESCRIPTOR**

**M05.C-G.2.1** Use basic properties to classify two-dimensional figures.

**ELIGIBLE CONTENT**

**M05.C-G.2.1.1** Classify two-dimensional figures in a hierarchy based on properties.  
*Example 1:* All polygons have at least 3 sides, and pentagons are polygons, so all pentagons have at least 3 sides.  
*Example 2:* A rectangle is a parallelogram, which is a quadrilateral, which is a polygon; so, a rectangle can be classified as a parallelogram, as a quadrilateral, and as a polygon.

**Reference:**

5.G.4

**M05.D-M Measurement and Data****Reporting Category****ASSESSMENT ANCHOR****M05.D-M.1** Convert like measurement units within a given measurement system.**DESCRIPTOR****M05.D-M.1.1** Solve problems using simple conversions (may include multi-step, real-world problems).**ELIGIBLE CONTENT****M05.D-M.1.1.1** Convert among different-sized measurement units within a given measurement system. **A table of equivalencies will be provided.**  
*Example: Convert 5 cm to meters.***Reference:**

5.MD.1

**M05.D-M Measurement and Data**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.D-M.2 Represent and interpret data.**

**DESCRIPTOR**

**M05.D-M.2.1** Organize, display, and answer questions based on data.

**ELIGIBLE CONTENT**

**M05.D-M.2.1.1** Solve problems involving computation of fractions by using information presented in line plots.

**M05.D-M.2.1.2** Display and interpret data shown in tallies, tables, charts, pictographs, bar graphs, and line graphs, and use a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.

**Reference:**

5.MD.2

**M05.D-M Measurement and Data**

**Reporting Category**

**ASSESSMENT ANCHOR**

**M05.D-M.3** Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

**DESCRIPTOR**

**M05.D-M.3.1** Use, describe, and develop procedures to solve problems involving volume.

**ELIGIBLE CONTENT**

**M05.D-M.3.1.1** Apply the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. **Formulas will be provided.**

**M05.D-M.3.1.2** Find volumes of solid figures composed of two non-overlapping right rectangular prisms.

**Reference:**

5.MD.5